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PROFESSOR LANGDELL—HIS SERVICES TO LEGAL EDUCATION.

IF Professor Langdell had done nothing more than to write his "Summary of Equity Pleading" and his "Brief Survey of Equity Jurisdiction," his title to rank as one of the great masters of the law would be undisputed. If his legal work had been limited to leading the discussions with his pupils, his influence upon the law would have been far-reaching. It was a liberal education to his students to follow the working of his mind in the classroom, and many of his pupils, like the writer of these lines, recognize with gratitude that he did more for their intellectual development than any other man. But pre-eminent as he was as a writer and teacher, his chief distinction is his success in the reorganization and development of the Law School.

The Law School has had two flourishing periods,—the one covering the years 1829-1845, when Judge Story was a professor; the other extending from the advent of Professor Langdell, in 1870, to the present time. In the twelve years before Story came the School was feeble, languishing, and, at the end, almost moribund. During the twenty-five years after Story's death the School, although doing much good work, lost ground as to resources, number of students, and condition of the library.

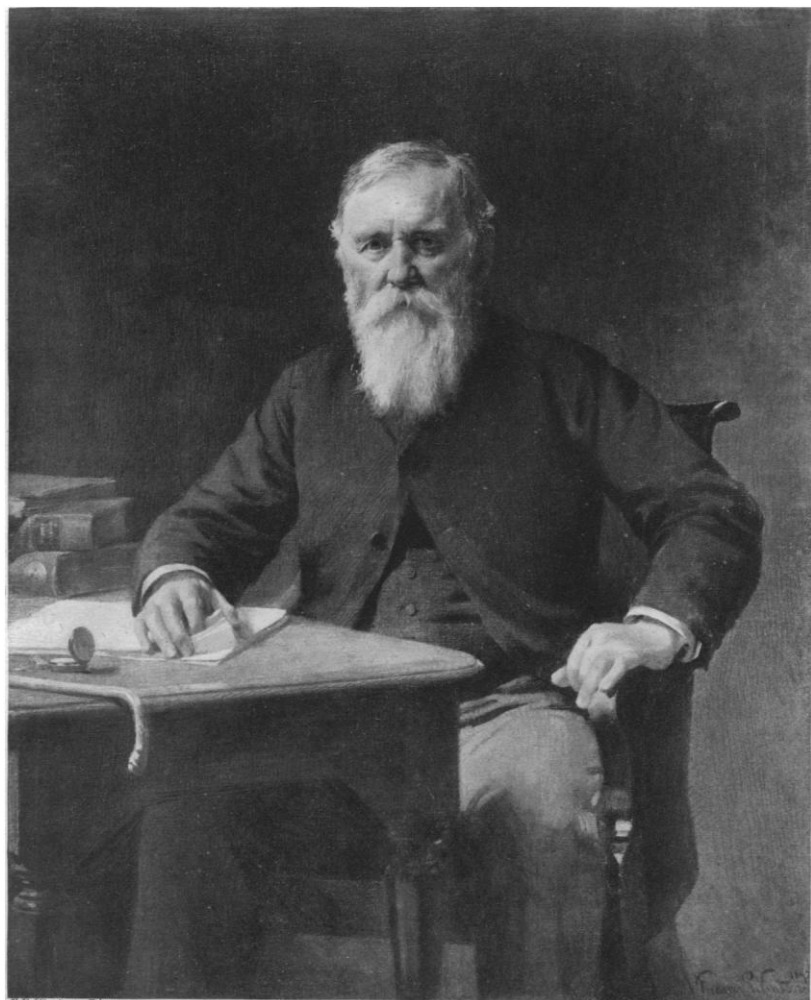
The transformation of the School wrought by Langdell was a wonderful achievement,—an achievement, it should be said, that would have been impossible without the sympathetic and steadfast support of President Eliot. When Langdell came, there were but three professors giving ten lectures a week to 115 students, and the degree was conferred after one year of residence upon "persons admitted to the School without any evidence of *academic* acquirements and sent from it without any evidence of *legal* acquirements." He lived to see a faculty of ten professors, eight of them his former pupils, giving more than fifty lectures a week to over 750 students, and bestowing the degree upon college graduates only after three years of residence and the passing of three annual examinations. At the beginning of his services here, the Treasurer's books disclosed a deficit. At the time of his death the surplus was nearly half a million dollars, large enough to provide a

library fund of \$100,000, and an additional building with ampler accommodations than those of Austin Hall, to be named, with peculiar appropriateness, Langdell Hall. Since 1870 the library has increased more than tenfold, from 8700 to 96,000 volumes, and is believed to be without a rival, if regard be had to the number, editions, and physical condition of the books.

Professor Langdell had the satisfaction of seeing, as one result of his innovations, a thoroughgoing change in the quality of the law students. Thirty-six years ago they were looked down upon by the college undergraduates as inferior beings. To-day, by common consent, they are the élite of the university students.

But the most fruitful change of all was the revolution effected by Langdell in the mode of teaching and studying law, — a revolution now so complete that most persons hear with surprise that, when his “Cases on Contracts” was first used, his disciples were a mere handful and known as “Langdell’s freshmen,” a name given as a term of reproach but received as a title of honor; that the students for a dozen years were divided into the Langdellians and the anti-Langdellians, and that unanimity among his colleagues came only in the second half of his administration. In the last ten years his method has conquered its way into a majority of American law schools. To his pupils and colleagues it is a constant satisfaction that this man of genius was permitted to see his views dominating legal education throughout the United States.

James Barr Ames.



F. P. Vinton, Peas.

A. W. Benson & Co. Boston. Photogravure.

L. C. Langelle